

# SCHOOL DISTRICT PROFILES

Each year the State Department of Education publishes a wide variety of information about Idaho school districts including: number of certified personnel and employees in non-certified positions, accreditation reports, financial summaries, teacher supply and demand, and similar studies. In addition, the department collects information from the districts ranging from school bus inspection reports to school immunization reports. This information is published and updated annually; it is available upon request as long as supplies last. File information is generally available for public inspection during normal business hours.

Many parents and patrons, however, ask specific questions that include: How much does my school district spend on instruction? How do the students perform on standardized tests, and how much are teachers paid? While the answers can be found within the department's information collection, this publication of the *School Profiles* is intended to provide a preview of school district highlights which include data on pupils, personnel and finance.

## **District Information 1997 - 98**

### **A. Superintendents Highlights - 1997 - 98**

The information reported in this section was provided by each district superintendent.

### **B. Progress Towards Meeting District Goals**

Information reported in this section was provided by each district superintendent. The District outlined some of their most important goals and discussed progress towards meeting those goals.

### **C. Fall Enrollment**

The net number (enrollment minus withdrawals) of students enrolled in the district as of November 7, 1997.

### **D. Average Daily Attendance (ADA)**

The aggregate days of attendance of the school district divided by the number of days school was actually in session. This calculation provides Full-Term ADA.

State Ranking per ADA: Rank represents how the district compares in ADA to the other 111 public school districts in Idaho. (High to Low, 1 being the highest.)

### **E. Number of School Sites**

Number of school buildings that a district has for elementary and secondary grades. Contracted services and detention centers are not included. Districts that serve all grades in one building were considered to have one (1) elementary building and one (1) secondary building.

## F. Accreditation of Schools

Based on evaluations made by the State Accreditation and Review Committees, schools are “Approved,” “Advised,” “Warned,” or “Dropped” from the list of accredited schools. The State Accreditation and Review Committees consider the significance of deviations in assigning ratings.

A school is classified as “**Approved**” when it equals or exceeds the standards of the Association. A school may be “**Approved with Comment**” when it has only minor deviations from a particular standard or standards. (0-15 deviation points)

Schools “**Approved with Merit**” are those that have significantly exceeded all accreditation standards and have successfully met all requirements outlined in the merit process. (0 deviation points\*) \*A school having zero deviation points does not mean automatic merit status.

Schools “**Approved with Exemplary**” are those that have a quality school program including innovations, exemplary programs, achievements, outcomes, research, etc. These elements are over and above the existing accreditation standards.

Schools will be placed on the “**Advised**” list when no observable effort has been made, by the second year, to correct deviations from a standard upon which comment was previously made. A school is classified as “Advised” when it deviates from one or more standards. An “Approved with Comment” classification need not precede an “Advised” classification. (16-25 deviation points)

A school is classified as “**Warned**” when it substantially deviates from one or more standards. Warning is usually given after a school has been “Advised” and the deviation persists. A school may be moved from “Approved” to “Warned” when the deviations are such that they should not be allowed to persist beyond the current year. (26 deviation points or greater)

A school shall be classified as “**Dropped**” from membership after two consecutive “Warned” assignments, with the understanding that the State Accreditation Committee has the authority to liberalize this rule. If such an exception is made, the State Accreditation Committee should follow it with an explanation.

State funds will be withheld and a report to the public will be made whenever a school's accreditation status is “**Dropped**” for more than one consecutive year. Appeals must be made to the State Superintendent of Public Instruction within 45 days of the date on which respective schools receive notification. The State Superintendent of Public Instruction has authority to take the appeal to a committee composed of the State Superintendent of Public Instruction/designee, Chair State Board of Education/designee, and an educational practitioner jointly appointed by the State Superintendent of Public Instruction and Chair of the State Board of Education. Recommendations of the committee will be forwarded to the State Board of Education for disposition. The State Board of Education's decision will be final.

## **G. National School Lunch Program - 1997-98**

The information shows the percentage of students participating in the school lunch program. In addition to the participation rate, the percent of students that received federal assistance for free and reduced lunches is also reported.

## **H. Pupil Transportation Program - 1996-97**

Information shows the average daily ridership in the 1996-97 school year. The type of transportation operation used by the district is also reported. Districts have the option to contract to a private company for transportation or operate their own transportation system.

## **Pupil Information 1997 - 98**

### **A. Graduates**

Shown here are the number of students who received high school diplomas from their school districts and certificates of completion (acknowledging attendance) Graduate counts are from September 1, 1997 through August 31, 1998.

### **B. Dropouts**

Shown here are the number and percentage of students in each of the four years of high school who left school between May 31, 1997 and May 31, 1998 and could not be accounted for by transfer to another district or state, by death, or by other circumstances. The dropout percentage for each grade is calculated by dividing total dropouts in each grade by total enrollment in each grade. This method of calculating dropouts is called the **Event Dropout Rate**. The event rate is shown for grades nine through twelve. Data collections show that approximately 25% of the students entering the ninth grade will not complete or receive a high school diploma. This dropout rate is referred to as the **Cohort Dropout Rate**. The cohort rate is an estimate since the State Department of Education does not have the ability to track individual students from grade nine through grade twelve.

### **C. Student Ethnicity**

Student Ethnicity is extracted from the 1997-1998 Idaho Basic Data Collection. Schools assign students to ethnic categories based on observation by teachers and administrators if other data is not available.

### **D. Limited English Proficient Students (LEP)**

The Limited English Proficient student is defined as a student whose home language background is not English, and meets one or more of the following criteria:

- \$ Language assessment scores indicate he/she is English language proficient based on the standardized score of 3 or lower as measured by language tests such as the
- \$ Language Assessment Survey (LAS) and the Woodcock-Munoz Language; or
- \$ Scores on the Iowa Test of Basic Skills (ITBS) is below the 40th percentile; or

- \$ Report grades, teacher observations, and other performance data that show the student is not performing at grade level with his/her native English speaking peers.

## **E. Special Education Students**

The term Special education means uniquely designed instruction, at no cost to parents or guardians, to meet the special needs of a child with a disability. To be counted as a special education student, the child must meet the eligibility criteria for one of the 13 disabilities categories listed in the Individuals with Disabilities Education Act (IDEA) and have a current Individual Education Program (IEP) for the year the child is counted as receiving special education.

## **F. Gifted and Talented Students**

Gifted and talented children are those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing abilities in one of the following five talent areas: intellectual, specific ability, leadership, creativity or visual/performing arts.

## **G. Testing**

Testing is an on-going part of every student's school career. Students are tested in classes as one way of measuring how well the materials have been learned. They are also periodically tested on basic skills and information as a way of assessing the individual student's academic progress. In Idaho, as in most states, students are also tested to evaluate their progress in comparison to their peers throughout the nation. The statewide testing program is an important way to ensure that Idaho's educational program is comparable with programs offered in other states.

Idaho students in grades three through eleven, are tested each October with a national, standardized test. Grades three through eight are tested with the Iowa Tests of Basic Skills (ITBS) and the high school level students are tested with the Tests of Achievement and Proficiency (TAP). The ITBS and the TAP are available in a survey battery and a complete battery. We use the complete battery in grades three, five, seven, and nine and the survey battery in grades four, six, eight, ten and eleven. This method allows schools to collect information on the core subjects of reading, language arts, and mathematics every year and every other year information on science, social studies and sources of information.

Results for each school district are shown as average standard score (SS), the average SS: student norms, and the average SS: school norms. The standard score is a developmental score that is best used in district or school building to help determine strength and weakness in basic skill curriculum. The student norms indicate, in percentiles, how the students in Idaho and the individual districts compare to the same grade level students in the national norming sample. School norms give a percentile indication of how the Idaho schools, containing a certain grade level, compare to the school in the national norming sample. The graphs in this document focus on the average SS: Student Norm, Core Total.

Idaho third grade students did as well or better than fifty percent of the students in the national norming group while our fourth graders did as well or better than fifty-two percent and our fifth grades did as well or better than fifty-one percent of the students in the national norming group. At the middle school level our sixth grade students did as well or better than fifty-six percent, the seventh graders did as well or better than fifty-seven percent, and the eighth graders did as well or better than fifty-seven percent of students in the national norming group. Idaho high school freshmen did as well as or better than fifty-three percent, sophomores did as well or better than fifty-seven and the juniors did as well or better than fifty-seven percent of the students in the national norming sample.

All Idaho districts participated in the state developed IDirect Mathematics Assessment® for grades four and eight. Scores range from a low of one to a high of five. Students receiving a score of three or higher are termed ASatisfactory at Grade Level®, using a holistic scoring standard. The average score for fourth graders was 3.0 and the average for eighth grade was 2.7.

The IDirect Writing Assessment® is an Idaho developed writing examination that has been given for several years to the state's eighth and eleventh grade students. In 1995 this assessment was expanded to include the fourth grade. These assessments also use a five point, holistic, scoring standard ranging from a low of one to a high of five. Students scoring a three or higher are termed ASatisfactory at Grade Level®. On a statewide basis, the junior average was 3.6, the eighth grade average was 3.0 and the fourth grade average was 3.0. The state goal for all these grades is an average of 4 or higher.

## **Personnel Information 1997 - 98**

### **A. District Personnel**

Personnel are shown by FTE or full-time equivalencies (e.g., one person working full-time is one FTE; two people, each of whom works half-time, equal one FTE) and by the ratio of those FTEs to students in average daily attendance (ADA). Elementary student-teacher ratios are determined using elementary ADA and secondary student-teacher ratios are determined using secondary ADA. All other student-staff ratios are calculated using total district ADA.

Elementary and secondary teacher counts include special education, art, music, and physical education teachers. The Administrator® count consists of superintendents, assistant superintendents, principals and assistant principals. AOther Certified® personnel include directors, supervisors, coordinators, school counselors, social workers, psychologists, etc. ANon-certified® personnel include support staff such as cooks, secretaries, custodians and classroom assistants.

### **B. Teacher Salaries**

Each school district establishes its own salary schedule. Average salary does **not** include extra pay for non-teaching duties such as coaching, chaperoning school events, or offering special student activities that are in addition to normal teaching responsibilities. Also shown is the school district's average salary ranking within the state.

## **Financial Information 1997 - 98**

### **A. Revenues**

A school district receives revenues from taxes levied against property, from other local sources (such as investment earnings or rental of facilities), from the state (appropriated by the Idaho Legislature from state revenues), and from federal funds (to support federal programs offered within the district). Revenues are shown here as they are allocated for day-to-day maintenance and operation of the district (M&O Fund) and as they are used for all activities, including M&O, debt retirement, school lunch program, school plant facilities, and federal programs.

### **B. Expenditures**

Expenditures are shown as M&O Instruction (spending related to the classroom and interaction between students and teachers), M&O Support Services (personnel and activities in support of the instructional program, such as counseling), and M&O Other (non-instructional activities such as the transportation program) by dollar amount and by percentage of spending in each area to total expenditures, and by spending in each area per pupil in average daily attendance.

### **C. Tax Levies**

Shown here are the September market values (for assessment purposes) of the property within the school district, the market value per pupil in average daily attendance, and the ranking of the district's market value within the state. **M&O Levy** is the rate of taxation used to raise funds to maintain and operate the district's day-to-day program. **Total School Levy** is the rate that includes M&O levies and any additional levies approved by voters, such as plant facility or bond levies.